Texas Association for Institutional Research
Annual Conference 2017
Concurrent Sessions and Discussion Groups

The TAIR Program Committee is proud to announce this year's Concurrent Sessions and Discussion Groups to be held at the 2017 Annual Conference.

Register now at: https://www.regonline.com/TAIR2017

Monday, February 27, 2017 1:30 PM – 2:15 PM

A1: Value Added: The Benefits of Enhancing Program Assessment Using Indirect Methods
Dr. Rebecca Peterson, University of Mary Hardin-Baylor

Direct assessment methods usually have the spotlight, while indirect methods are often neglected. Faculty usually acknowledge the usefulness of direct assessment data, but frequently find it unsatisfying. This is because direct assessment is good at identifying what a student knows, but is not as adept at explaining why the student attains at a certain level or how the student perceives the learning outcome. This session will consider ways to include indirect assessment, enhancing the understanding of student knowledge and skills and providing another perspective on assessment for faculty.

A2: Mastering Self-Management
Lillian Marshall, Blinn College

This session will focus on effective self-management tools which will aid IR professionals in getting and staying on course. Audience members will leave the session with ideas which they can take back to their offices to become more successful with managing their daily needs.

A3: *Pending*

A4: *Pending*

A5: The use of data visualization to establish a culture of data-informed decision making
Dr. Andrea Burridge & Dr. William Carter, Houston Community College System

Strategic planning requires extensive use of relevant data to identify strategies and targets. Data visualization assists users in data exploration, allowing users to explore patterns, ask new questions, and develop insights. Visualizations assist users in translating data into information and actionable knowledge. This session will illustrate the development of interactive dashboards to assist in the strategic planning process. Strategic enrollment planning will be used as an example. Users will learn how to select particular visualizations, and to consider attributes of the visualizations that allow users to interact with data to generate new insights. The integration of internal and external data sources to support strategic planning will be discussed.

A6: Getting SASsy with EG
Laura Wichman & Jerry Knutson, McLennan Community College

Do you ever get a request for data and end up doing part of the work manually? Do you find yourself copying and pasting tables from the Enterprise Guide (EG) results window into excel or word? Stop the nonsense!!

Come by to see how to create and export SASsy reports using EG. Not only will it make your office more efficient, but it makes you look like you worked your SAS off!

Monday, February 27, 2017 2:30 PM – 3:15 PM

B1: Brainy Ways to Student Success?
Joseph Meyer, Texas State University

The effects of psychiatric illnesses on human behavior and performance are often disregarded in higher education and elsewhere with a resultant risk of tragedies or poor academic outcomes. At colleges and universities, there is probably no bigger obstacle to academic success than an ill brain. However, despite their historical role in advancing society by higher reasoning, many universities are not been very progressive in their approach to psychiatric disabilities. This presentation will review literature about mental illness in college, critique disability policies in higher education, attempt to estimate the potential effect of psychiatric illness on academic performance, and propose ideas for policy changes that may enhance student success.

B2: *Pending*

B3: Speaking the Truth to Dreamers, Doubters and Demanders
Dr. Maryann Brown, FIRO Consultant & Dr. Leona M. Urbish, Texas A&M University – Corpus Christi

As providers of data and information to executive officers for decision making, institutional researchers must be aware of what the "truth," means to the dreamers, doubters, and demanders. Knowing the mindset of the person you are supplying data to will aid the IR professional in determining whether or not data only is needed, whether analysis and information is required, or if a response is appropriate at all.

This paper discusses the challenges, difficulties, creativeness, and fun of using data and analytics to inform various decision-making stakeholders in higher education institutions and agencies. Input will be solicited from participants on how they would respond to various scenarios.

B4: State Reporting Data Warehouse For Texas Public Universities Using Banner
John Carroll, Texas A&M University – Central Texas

Development of a basic data warehouse for Texas public universities using Banner Student Information Systems and SAS Desktop. Session will review the implementation of a data warehouse using the Texas Higher Education Coordinating Board's CMB reports as a basis, the augmentation of additional Banner data elements with SAS, and common uses for the data. This is ideal for smaller institutions with limited staff and recourses to insure external and internal reporting align with state reporting.

B5: Text Mining and Word Clouds - Using R to make qualitative text analysis easier
Leah Figueroa, Austin Community College

Surveys yield a lot of great data, but what do you do with the responses to open-ended questions? This session focuses on learning about the tools used to analyze and create visual displays of the themes found in open response questions, including creating word clouds.

B6: A Predictive Model for Student Retention Using Logistic Regression
Fangyu Du, University of North Texas & Sam Shi, University of North Texas – Dallas

With the purpose to know which variables influence the students' retention, we created a model using logistic regression to compare these impacts on the retention. In particular, we focused on how the selected variables influence the retention as well as the relationship between retention and these variables. And the weights on different levels of the same variables.

Monday, February 27, 2017 3:30 PM – 4:15 PM

C1: The Continuous Evolution of the Student Data Warehouse at the University of Houston
Dr. Susan Moreno, Vyas Krishnamurthy, & Carmen Allen, University of Houston

The University of Houston (UH) implemented a student data warehouse for trending and analysis. Since its initial release to the UH community, the data warehouse has been updated with access to new data points. This presentation will give a brief back ground of the data warehouse and give a demonstration of standard and custom reports.

C2: A study of factors that influence retention to the next long semester
Dr. Brandon Moore & Laura Wichman, McLennan Community College, Hongwei Yu, Baylor University

This is a study conducted by the IR Office at McLennan Community College to determine the factors the influence student retention to the next long semester. We are modeling several variables of interest, from demographic information to end-of-term GPA, financial aid status, student satisfaction, degree, full-time/part-time student status, student classification (freshman, sophomore, FTIC), previous dual-credit, and college readiness. These variables are modeled using SAS statistical software to determine the model with the best fit and that has the highest explained variance. We will identify several variables at MCC that can then be used to inform future decisions to help our students be more successful and to address possible issues to increase overall student retention.

C3: *Pending*

C4: Tableau: Creating Meaningful and Immersive Visualizations
Al Walser, The University of Texas at Austin

Creating more meaningful and immersive visualizations is a key skill for the new IR staffer. In this session we will discuss core desktop skills, data source joins, and help users advance their knowledge of Tableau via real-world data visualizations. From importing and analyzing Coordinating Board datasets prior to submission, to interactive enrollment by State Legislator visualizations, attendees will expand their knowledge and learn more about producing useful tools for the public and university leaders.

C5: IR to BI Analytics – Making the Transition Work
Kent McShan & George Makiya, Lone Star College

Many colleges around the country are either in the process of, or are seriously considering a move from traditional Institutional Research to Applied Research and traditional Business Intelligence to Advanced Analytics. Two transformation challenges holding back most institutions are the need for culture change and deployment of new technologies. Lone Star College has for the past year and a half been undergoing a major transformation. This includes merger of two distinct departments, Institutional Reporting and Business Intelligence, to a single Advanced Analytics department. In this presentation, we'll discuss our experience with this transformation including challenges associated with culture change, new process and procedures, as well as technology related changes.

C6: Users of National Student Clearinghouse StudentTracker
Carol Tucker, University of Houston – Downtown

This interactive session will allow participants to talk about how they use, or can use, National Student Clearinghouse StudentTracker to support their institution.

Monday, February 27, 2017 4:30 PM – 5:15 PM

D1: Using SAS to Create Multi-Sheet Excel Workbooks
Amber Lummus, College of the Mainland

The ExcelXP Tagset in SAS is an ODS (output delivery system) option that allows you to export XML output to multiple sheets within the same Excel workbook. At College of the Mainland, we have used this feature to provide departments with data on various topics including enrollments, course completion and success rates, awards, and faculty data, all within one workbook. We will share the basic code structure, as well as some of the formatting options, as they differ from standard SAS report formatting options.

D2: Data Visualization for Reporting and Analytics
Dr. Richard Plott, Dallas County Community College District

In this session, the relevance of systemic reporting and analytics will be demonstrated as a key component in decision processes for higher education. Preparing infographics for non-research stakeholder communities alongside Key Performance Indicators and dashboards are the center focus to establishing a sustainable and user friendly means of decision support through data visualization. Samples of infographic materials will be distributed to participants along with tips on how to produce quality dashboards using Microsoft products like Excel. Please join our friendly group conversation of show and tell about how to create highly engaging materials to help stakeholders visualize and apply institutional data into the decision process!

D3: Statewide Trends in Developmental Education
Melissa Humphries, Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board (THECB) collects data on the academic progress of students who enter not-college-ready. Recently several statewide initiatives have encouraged acceleration of students through the DE pipeline and into college-level courses. Using data reported to THECB from public IHES, this presentation will highlight the statewide trends in DE course taking and the process to becoming college-ready. We will also discuss any DE reporting updates, and ways to use our data to inform discussions on effective practice.

D4: Using Baldrige Discipline to Tame an Unruly QEP
Bao Huynh and Dr. Guyla Blaylock, Richland College

Richland College determined that central to other foundational skills such as reading or critical thinking is a student's sense of himself or herself as someone who learns and changes over time. Richland College's Quality Enhancement Plan seeks to increase this dimension of students' learning power, Changing and Learning, thus empowering students to believe they can learn and to learn more about their own learning through the use of Thinking Routines to make their thinking visible. Participants will learn how Richland leverages its Baldrige framework to provide the discipline required to tame the many challenges posed by this unique initiative. Presenter will lead participants through a Thinking Routine exercise as demonstration of the student experience.

D5: Benchmarking: Texas Community Colleges Versus the World
Michelle Taylor, National Higher Education Benchmarking Institution at Johnson County Community College

Everything is bigger and better in Texas! Does that include community colleges as well? In this session, we will explore various measures of student success and other performance benchmarks of the Texas community colleges compared to national results using the NCCBP (National Community College Benchmark Project). Over 25 Texas community colleges and districts have participated in the project since 2007 with 14 members providing data in 2016. The NCCBP is an annual data collection effort that was started in 2004 by the National Higher Education Benchmarking Institute. With a decade of data and annual participation of over 250 community colleges, this session will present some of the most interesting trend data from the study, as well as some recent results for Texas community colleges.

D6: Gathering Stakeholder Feedback Prior to Designing a New Enterprise Data Warehouse
Dr. Jason Simon, Ah Ra Cho, Ryan Fellers, & Dr. Mary Barton, University of North Texas

Designing in a vacuum is dangerous professionally. Positioning IR at the center of planning for a new Enterprise Data Warehouse is a key factor in eventual success. That being said, gathering stakeholder feedback, concerns, and business requirements is even more important. This session will provide a roadmap for TAIR institutions preparing to launch any data warehouse initiative regardless of size or scope.

Tuesday, February 28, 2017 9:30 AM – 10:15 AM

E1: Moving State Reporting into the World of Interactive Dashboards and Visualization
Cortni Haralson, Haydee R. Baril, & George Makiya, Lone Star College

The LSC Office of Analytics and Institutional Reporting (LSC-AIR) is currently in the process of moving into the area of self-service reporting with the creation interactive dashboards and the implementation of Microsoft Power BI. While the primary data sources for traditional reporting on headcount, enrollment, and contact hours have been incorporated into these tools, gaining access to state reporting data is still mostly a very manual and internal process. This presentation will discuss how the state reporting team, along with Analytics and IR colleagues, used Power BI to explore and create interactive dashboards and open up access to state reporting data.

E2: Book Review: "Secret Thoughts of Successful Women: Why Capable People Suffer from the IMPOSTER SYNDROME" by Valerie Young
Dr. Maryann Brown, FIRO Consultant & Dr. Leona M. Urbish, Texas A&M University – Corpus Christi

How we as Institutional Researchers (both female and male) see ourselves and our capabilities affects not only our daily workplace lives, but our careers. Have you ever said to yourself, “I was at the right place at the right time”, “I just work harder than others”, “It’s just a matter of time before they find out”? According to Dr. Young this common internal dialogue results in agonizing over tiny mistakes, seeing even constructive criticism as evidence of shortcomings, and chalking up your accomplishments to luck.

This paper presents chapter take-aways from each of the 15 topics discussed in the book with such topics as the Competence Rule Book and Potential Consequences of Success. Certain chapter take-aways will be expanded on by the presenters based on personal experience.

E3: Integrating Student Tracking and Feedback to Guide Student Success
Edward Hummingbird, Southwestern Indian Polytechnic Institute

Improving student success rates involves detailed student tracking of students throughout their institution's student life cycle. Unfortunately, tracking data only tells when and how many students drop out of college. By augmenting this data with feedback on attrition and factors that force students out, institutions can develop more complete solutions.

E4: Transfer Students: Who Are They And How They Perform
Dr. Gabriela Borcoman, Texas Higher Education Coordinating Board

More than 30,000 Texas students move every year from community colleges to four-year institutions. Many of them transfer after a short stint at the two-year institutions, others stay long enough to finish the core or to get an award. This study will look at students who transfer as juniors and track them for four years to see if they graduated or they are still enrolled. Their performance is compared with native students who became juniors at the same time as the transfer students. The two groups will be analyzed based on gender, ethnicity, financial aid, and major. Only community college students who transfer at Texas universities are included.

E5: Time Saver for All; A SAS Macro Toolbox

Philip Jou, Baylor University

SAS Macros are a useful tool to any SAS Programmer. A macro variable can be used to assign a value to a variable that can be called repeatedly. A SAS Macro Function serves a similar purpose but is used to repeat code. This handy toolbox contains SAS Macro Functions that will allow a user to check the existence of a variable or dataset, get the number of observations in a dataset, and truncate the values of a dataset to name a few. This toolbox is useful to any flavor of SAS Programmer in any profession.

Tuesday, February 28, 2017 10:30 AM – 11:15 AM

F1: Countdown to First Class Day: The Next Iteration
Michelle Callaway, Maria Fargo, & George González, San Jacinto College

SAS is a powerful software not only for data analysis but for creating insightful tools and reports that can help end-users make data-informed decisions that have a positive effect on student success. In this session, the presenters will demonstrate the SAS programming techniques they employed in order to create a new Enrollment Reporting System (ERS) for San Jacinto College. This new ERS is saving the college the equivalent of 3.5 FTEs in labor per year, but more importantly it is helping every instructional area understand enrollment patterns in their programs and guiding outreach to students to help increase enrollment at the college.

F2: Building a Successful Program Review and Assessment Process for Non-Instructional Support and Service Areas by Integrating the College's Performance Excellence Mode, derived from the Malcolm Baldrige Framework for Performance Excellence
Rick Leyva, Richland College

Richland College will describe how the college's Performance Excellence Model for Continuous Improvement was integrated into the non-instructional program review cycle to include the four phases of Approach-Deploy-Learn-Integrate (ADLI). Attendees will learn (1) the Office of Planning, Research, Effectiveness and Development's (OPRED) role in the development of measurement dashboards and alignment to purpose and goals of non-instructional service areas; (2) identifying roles and responsibilities of staff and leadership; (3) first year experience utilizing measurement dashboards in the program review process and (4) how the program review summary reports provide support for the colleges annual assessment process.

F3: Transcending Compliance: Implementing a Homegrown Faculty Data System
Jane Mims, Texas A&M University San Antonio, Kayla Sappington & Rhiannon Smith, University of Houston – Victoria

In 2002, to prepare for specialized accreditation, the University of Houston-Victoria School of Business Administration (SBA) began developing its own faculty data system. The first iteration featured an interactive website for faculty submission of course syllabus details, together with a third-party solution for other faculty activities. Basic functionality was in place by 2003, with expansions and improvements over the next several years. When HB2504 passed in 2009 SBA was already in compliance, and the provost's office turned to them to roll the solution out to the entire campus. A new version of this system is slated for introduction at Texas A&M-San Antonio this year. The session will cover lessons learned about implementing faculty data systems on two different campuses.

F4: Improving report turnaround time using SAS Enterprise Guide & Tableau
Sushil Pallemoni, Del Mar College

Presentation will include a brief overview on how to automate some custom/ad-hoc report requests using Query Builder, SAS /Access Interface to ODBC in SAS Enterprise guide and how to visualize the data using Tableau. Session will cover how to connect to your institutions database using SAS/Access Interface to ODBC

and automate the reporting process using SAS Query Builder. Session will also include demonstration of some student level dashboards on Tableau Server.

F5: National Survey of Institutional Research Offices
Dr. Darlena Jones, Association for Institutional Research

This national survey establishes a baseline of IR office capacities. The inquiry seeks to document the characterizations of IR Offices as they exist in 2015, including scope of work, reporting lines, and staffing. Guiding questions include: How many people work in the IR Office? What tasks are assigned to the IR Office? What fiscal investments do institutions make in their IR Offices? Survey responses represent IR Offices at 1,575 unique institutions. This session provides an overview of the findings and opportunity for dialogue about the need for benchmarking in this arena.

Tuesday, February 28, 2017 12:30 PM – 1:15 PM

G1: Death By a Thousand Cuts: How Can IR Professionals Impact the Demands of the Ranking Survey Landscape
Dr. Jason Simon, University of North Texas

The proliferation of ranking surveys (THE, WSJ, USNWR, etc.) have created real challenges for IR shops to keep up with the need for these external data sources while trading off the ability to conduct research on critical student, financial, and academic data needs. What role should TAIR or AIR play in this issue? What strategies should you utilize to evaluate a new request for external data? Join us in a conversation focused on big thinking and an exploration of the complexities of the issue. IR shops are currently handicapped by these surveys. Do we continue to operate in this manner or think through a new vision?

G2: What Do Graduates Think They Learned? Findings from a Pilot Test of a New Community College Completer Survey
Salma Mirza & Thomas K. Martin, Collin College

This presentation reports on the findings from a pilot test of a questionnaire designed to be administered following community college graduation to measure students' perceptions of their own learning gains and their perceptions of and satisfaction with the learning support environment. The pilot test was administered during fall and winter 2015-2016. The instrument's primary measurements were designed around the Lumina Foundation's Degree Qualifications Profile, the Texas Core Objectives, and workforce education SCANS skills. The presentation covers descriptive findings, reliability testing, and analysis of variance based on the demographic profile of the respondents.

G3: Deep Impact: A Mission to Analyze Pre-Post Survey Data
Michelle Lewis & Jesse Herring, Sam Houston State University

Often, Institutional Researchers are asked to delve into extensive datasets to uncover the effects of academic programming on student outcomes. The SHSU IR analysts were challenged with exploring the impact of a course on students' critical thinking skills. IE staff examined seemingly astronomical amounts of data collected from students in pre- and post-survey instruments, revealing interesting correlations, causations, and in some cases, black holes. It is a tale of psychometric comparisons, client consultations, and a leap into the deep abyss that is statistics. The analysts who led the mission will discuss tests and methodologies for dealing with variable Likert-scale survey data, the yielded results, and tips and tricks picked up as they boldly went where they had never gone before.

G4: Reporting Rock Stars or Robots: They'll Never Know
Jacob Price, Baylor University

Do you ever feel like you email the same reports to the same people over, and over and over again? IR offices create reports, and lots of them. Our office is using macros and other programming techniques in SAS, in conjunction with our trusty contact list and student information system, to automate report distribution. Our customers receive the data they need, and only the data they need, on the schedule they have requested. In addition, not having to send these emails out manually saves our office valuable time and resources that can be used for other initiatives. In this session, we will walk through a few of the SAS techniques we are utilizing to provide better service to our institutional partners and, hopefully, make us look a little more like rock stars.

G5: The Power is In Their Hands: Facilitating Data Usage throughout the Institution
Dr. Susan Moreno, Carmen Allen & Vyas Krishnamurthy, University of Houston

The demand for access to data at institutions is constantly increasing. However, not everyone who needs or desires this access has the time or understanding to learn the ins and outs of querying transactional student data from a complex student information system. The University of Houston addressed this issue by creating reporting tables that consolidate data into less than a dozen, easily queried tables within the system. Participants in this session will understand how we structured the reporting tables and how we facilitate their campus-wide use.

Tuesday, February 28, 2017 1:30 PM – 2:15 PM

H1: An Investigation of Effective Educational Practices Among Community College Faculty
Colleen Bullock, Center for Community College Student Engagement & Dr. Richard Griffiths, Austin Community College

The extent to which faculty use effective educational practices, and how the use of these practices differs by faculty characteristics (academic rank, years teaching, college employment status, etc.) is an important topic for community colleges to consider. A prior study found that use of effective educational practices does differ by faculty characteristics at four-year institutions (Kuh, Laird, & Umbach, 2004). This study investigates this phenomenon at community colleges using data from recent administrations of the Community College Faculty Survey of Student Engagement. The presentation will include discussion with the audience on the extent of the use of these practices at community colleges, and how colleges are encouraging faculty to adopt effective educational practices.

H2: Creating Branch Offices for the Small IR Office
Dr. Jimmy Roberts, Temple College

Small and single person IR offices need to be able to tap into the vast resources available from the Texas Higher Education Coordinating Board, Texas Workforce Commission, and other organizations to respond effectively and in a timely manner to all kinds of data request. Unfortunately, these reports often contain more information than needed and are in complex formats that can be a little daunting. This session is designed to illustrate how these reports can be mined for “nuggets” of information that can be used to create useful reports understood by the intended audiences. Examples of such reports will be shared and ideas will be solicited from the session attendees.

H3: Introduction to the Redesigned Texas Higher Education Accountability System
Dr. Cris Hamilton & Bill Abasolo, Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board (THECB) has recently redesigned the Texas Higher Education Accountability System. New measures have been adopted to better reflect the goals and targets of the THECB’s strategic plan for higher education in Texas, 60x30TX. This session will introduce the new Higher Education Accountability System website and demonstrate new features of the system. We will also highlight new and modified accountability measures to be reported to THECB. Staff will also showcase a new website designed to highlight the 60x30TX plan for a more general audience.

H4: Assessment professional: Expert blind spots discussion
Dr. Gloria Shenoy, University of Texas at Dallas

Research shows that experts are sometimes poor communicators and have blind spots (Feldon, 2007; Hattie & Yates, 2014; Wittwer, Nuckles, & Renal, 2008). As experts in our field, we at times fail to recognize a knowledge gap, which then hinders our progress toward collaborative and meaningful assessment. Hope you can join this discussion group for continuous improvement as assessment professionals as we first look at the literature about experts, then brainstorm core areas with potential knowledge gaps, and conclude with ways to overcome the potential gaps in knowledge to create meaningful assessment with our institutions' key stakeholders.

H5: Using R and QGIS for Geospatial Analysis
Daniel Vollrath, Trinity University

During this session, attendees will learn through demonstration how to use free, open source software to create maps of their student level data. Through the use of R, R Studio, and QGIS (Quantum Geographic Information System), attendees will learn how to geocode addresses, find the straight line and travel distance between a student and a school, as well as the travel time of a student's commute. Attendees will then learn how to take this data and represent it effectively on a map using QGIS. Attendees will learn how to perform geospatial analysis and create insightful maps for reports and presentations. No prior knowledge of R, R Studio, or GISs is required and detailed guides will be dispersed for repeating these projects at home institutions.

Tuesday, February 28, 2017 4:30 PM – 5:15 PM

J1: Beyond the Gateway: Examining Community College Students' Post-Developmental Reading Success
Dr. Rebecca Richter, Temple College

Assessment of college readiness skills in reading is typically based how a student performs in a single course taken after completing developmental reading. This study analyzed the total number of reading-intensive core curriculum courses taken by former developmental reading students. A non-experimental, longitudinal study was conducted to examine the differences between the persistence and performance in coursework between a group of community college students who had completed a required developmental reading program and a group of students who were not required to take developmental reading courses. Results of the study showed the difference between the two groups of students.

J2: Opening Pandora's Box! The Weird, The Whacky, and The Wonders of SAS Enterprise Guide
Katie Bateman, Alamo Community Colleges

Are you sure the entire cohort was included in your input data? Do you need an individual report for each College or Major? You have to use How Many Different Data Sources? These questions and more are a part of the day to day challenges faced in every IR office. One of the greatest and versatile solutions to organizing all the data and getting the needed output is by using SAS Enterprise Guide (SAS EG).

This presentation will focus on the most commonly used SAS EG tools and features used at the District IR Office at Alamo Colleges that can be used by any level SAS user. Not a SAS user? No Problem! The programming tips and procedures discussed can be applied to any number of software programs and platforms.

J3: *Pending*

J4: *Pending*

J5: Is high school GPA a predictor of College Student Success?
Mei Wang, Lone Star College

High School GPA is an indicator of a student's high school academic success. It is often used to evaluate the college readiness of incoming high school students. For many colleges, high school GPA is used as admission criteria.

However, is high school GPA truly a predictor of college success? Is there any linear relationship between high school GPA and a student's academic success in college. Will a higher high school GPA give students a better chance to succeed? The answer will impact the institution's policy-making and strategic planning.
In this study, we will use different grouping methods using Lone Star College admission and transcript data to reveal how high school GPA correlates to college student success.

A detailed methodology and findings will be presented in the session.

Wednesday, March 28, 2017 8:30 AM – 9:15 AM

THECB Update – Texas Higher Education Coordinating Board
Doug Parker, Texas Higher Education Coordinating Board

The Coordinating Board's Division of Strategic Planning and Funding will provide a broad overview of what's new in state-level reporting, data reports, accountability system redesign, 60x30TX, workforce-related data, legislative issues, TSI and developmental education, and other issues of current interest.

Wednesday, March 28, 2017 9:30 AM – 10:15 AM

L1: *Pending*

L2: Using Dashboards to Meet the Challenge of Identifying and Intervening with STEM Students in Community College
Cathy Hooper, Lone Star College

At Lone Star College, we have created STEM dashboards to assist in identifying and assisting STEM students. These dashboards also assist grant writers in attaining data for grants.

The various dashboards provide demographics by major, courses that have been identified as STEM, completion and success in the courses taken and degrees awarded in STEM programs. Through this research we hope to find a way to more easily identify who are our STEM students, which courses may be a stumbling block to completing a STEM degree, and what instructional best practices lead to student success. We will also have a comparison matrix of program declared to degree earned or the current program at the point of transfer to a university.

L3: Are You Considering All Possible Factors? A User Friendly Discussion of Canonical Correlation and Commonality Analysis
Dr. Michael Haynes, Tarleton State University

Increasing calls for accountability have prompted institutions to search for the pre-college variables that best predict student success. However, too often institutions adopt a myopic approach in trying to identify the one pre-college student attribute that will result in a successful college experience. For example, high school rank

in favor of SAT/ACT scores has become a popular predictor of undergraduate persistence. However, high school rank may explain little in credit hour accumulation and/or graduation rates. Canonical correlation analysis offers a more holistic approach that determines how well multiple pre-college predictors explain the variance in multiple academic outcomes.